

EDUCATIONAL TECHNOLOGIES ON DIRECTION OF OUR OWN TRANSFORMATION

All these approaches concluded that generated ability is selfreproducing ability and it can not transform itself. In this connection education has had to come to the problem of reproduction.

Main idea of the strategy of education reformation can, from our point of view, lay in the fact that education is the direction of transformation of own abilities including direction of transformation of own consciousness.

Mechanism of origination of consciousness is transcending. Psychology of transcending is psychology of directing the process of origination of own consciousness (of the process of creation of own consciousness).

From psychological point of view, such education is a process of direction of the transformation of forms of own consciousness. It means that it is timely to dismiss the conception of innateness and genetic predetermination, as well as origination at the expense of appropriation of cultural models, in the favour of theories of direction of own origination.

Main psychological mechanism of such direction of origination of abilities is reflection generation (reflection synthesis). To say the transformation of old form of consciousness into a new one at the expense of reproduction of logic of selfcreation (logic of own transcending).

The possibility of such transformation is in genetically equal unity of external (socio-cultural) and internal (psychological) environments. This unity arises and further it is built on the basis of the main mechanism of "creative resonance", to say a mechanism of making more active (transfer of potential state into actual one) internal psychological field of consciousness at the expense of its interaction with external socio-cultural field. Such interaction gives rise to the transformation of internal "non-directed" tensity of initial chaotic functioning psychical field into "directed" (vector) tensity of transcending psycho-creative field.

This transformation of non-directedness of internal psychological field into directed one is realized at the expense of "creative resonance" mechanism.

This transformation of internal non-directed field of functioning consciousness into internal psycho-creative (constantly directed to transcending) field of transcending consciousness at the expense of "creative resonance", that is sharp (noticeable) strengthening of direction of internal tension at the expense of combination of energetic external socio-creative and internal psycho-chaotic fields into one (united) creative field.

This combination turns them into integral transcending field. As a result of combination, the field, the tension of transcending of which is higher, occupies the domination position. That's why if on the initial stages of ontogenesis of individual consciousness the tension of external socio-creative field is much higher than tension of internal psycho-creative field then, later on, the situation can be formed so that internal part (internal psycho-creative field) begins to dominate in the one creative (transcending) field and because of it the internal psycho-creative field will define the whole field and its external (socio-creative) part as well.

So, our fundamental provision is the provision on unity and relativity of external and internal. This unity provides:

- first, possibility to accumulate individual transcending energetics in common external field (field of transcending culture). This external field becomes an accumulation of potential possibility of internal field;
- second, possibility of transcending the internal individual psycho-creative field as independent of external socio-creative field;
- third, possibility of domination of internal field over external field at the expense of its considerable strengthening during the process. So it is very important (taking into account primacy in the genesis process) that external and internal change their places.

External socio-creative field is created with the help of specially organized educational situations. It is built on the basis of two logics:

- external logic of generating (transcending) culture;
- internal logic of generating (transcending) consciousness.

Tensity of external socio-creative field is formed by the gradient of complication of problematic educational-research situations.

Tensity of internal psycho-creative field is internal gradient of the structure of individual consciousness (complicating the structure of individual consciousness).

Individual consciousness as transcending consciousness is consciousness which creates itself and which is able to independently go out beyond its actual limits.

The ability to go outside the actual limits, that is the ability to transcend, is in the centre of technologies on the direction of the transformation of own consciousness (direction of own transformation).

Initial position for the technologies on the direction of transformation of own consciousness is availability of external field of gradient of complication of educational research situations. And, exactly, at the expense of this complication there arises a necessity in transformation of own consciousness (internal field of the gradient of individual consciousness).

Lessons are to be conducted as lessons where students have to look for nonstandard solution to any educational research problems. Educational research problems are associated with the common logic of learning that's why the real subject of educational activity is not a search of decision of a concrete problem but the logic of complication of problems that is regularity, a method how to find a solution to any problem.

While learning this method of finding solution to any problem, as a universal knowledge, a student learns the logic of transcending of own consciousness as universal way of originating (generation) the forms of his own consciousness. That's why the result of such education is not the knowledge as such, but the ability to generate new knowledge at the expense of appropriate transformation of own consciousness.

Conception "gradient of complication" is a key concept for the technologies on direction of transformation of own consciousness. Complication of educational research problem is determined by its psychological complication, to say complication (development level) of inward structure of consciousness necessary to solve it, and by the level of developed (formed) ability of consciousness to transcend.

That's why logic of educational process is logic of complicating educational research problems, which sets the logic of transcending of the individual consciousness itself. So psychological complication is the complication of means (perceptive figures, symbols, signs) of human activity.

From this point of view there are four levels of complication of educational research problems and, accordingly, four degrees of the perfectness of individual consciousness.

FIRST

Educational research problems of the first complication level do not demand the creation of additional space (independent space of consciousness). All the decisions of educational research problems of the first complication level are in the real space of problematic situations and do not need special space of consciousness for their decision.

SECOND

Educational research problems of the second complication level demand for their decision the creation of additional space of consciousness - space of contemplation (perceptive-figurative space). All the decisions of educational research problems of the second complication level are in this space of contemplation. They can not be found in the real space.

THIRD

Educational research problems of the third complication level demand the creation of two additional spaces of consciousness: space of contemplation and symbolic space. All the decisions of educational problems of the third complication level are in the symbolic space and perceptive-figurative space is auxiliary.

FORTH

Educational research problems of the forth complication level demand the creation of three additional spaces of consciousness: space of contemplation, symbolic space and space of signs. All the decisions of educational problems of the forth complication level are in space of signs and perceptive-figurative and symbolic spaces are auxiliary ones.

The main result of the education, taking into account educational technologies on direction of transformation of own consciousness is not much as having knowledge, abilities and skills (that is, undoubtedly, necessary in accordance with educational standard) but the ability to solve non-standard problems at the expense of transfer to the new qualitative level of own consciousness.

Large lasting experience of experimental education on the basis of educational technology on the direction of transformation of own consciousness gives grounds to be sure that such strategy of reformation of the education is perspective.

It is confirmed by the decision of the board of the Al-Farabi National University concerning the realization the project on transfer to educational technologies of a new generation - technologies on directing own transformations.